Introduction to Diabetes Effects

Student’s Name

Institutional Affiliation

Date

**Introduction**

**Learners Description**

***Patients***

Introduction to the effects of Diabetes Mellitus is the topic of study for this lesson. In this lesson, three types of learners must actively participate in it, and they will comprise of the family, diabetes patients, and staff development. Concerning diabetes patient's category of learners, this is the category of learners who appears to be more attentive when it comes to the topic or lesson to do with the effects of Diabetes because it directly targets them.

During the learning process, this is the category of learners who can apply their real-life experience in the lesson. The topic directly points to them and as such, they will be more interested in participating as this topic will be their favorite in offering the most pertinent information related to the effects of diabetes, which is their problem for quite a long time. The lesson will turn the learners more attentive as they will be keen to get the necessary tips about the topic of study, which is the effects of diabetes mellitus, and consequently, comprehend the recommended prevention and curing measures they should adopt.

In this lesson, the learning model will include assessing patients to figure out the learning objectives and individualized teaching to evaluate how patients are ready to receive their lesson. Nutrition and diet will be upheld to educate them what types of food substances to feed on and what not to take. The model will also involve rehabilitation measures to educate patients on their physical needs and their responsibilities to mitigate diabetes. Finally, follow-up care will be included in the teaching model to check if they understood the lesson well.

***Family***

In my lesson, family will be my other category of learners on introducing diabetes mellitus effects lesson. There is a great need for this type of learner to be introduced to the effects of diabetes as it is a kind of a disease in which the meals we take as families are responsible for it. In my lesson, for this type of learner I prefer using critical concepts of learning and educating them to make sure that whatever they are taught will stick in their memories even after the learning and teaching session is over.

As such, there will be an application of motivational concepts to make family learners consider the forms of foodstuff they consume daily hence saving them from long-term implications of diabetes mellitus. There will also be an application of content learning theory, which will teach family members about the diabetes effects on human health. This theory or teaching principle facilitates comprehension of the topic by this type of learners. A common feature with this audience is that they will be more deliberative and attentive as the patient type of learners. They will have a high degree of readiness and gratefulness to experience such a great health lesson.

**Educational Setting**

***Development of the Staff***

My third type of audience on introducing the effects of diabetes mellitus will be the staff's development. This type of learners requires being developed to get particular skills and knowledge to assist them in learning and understanding diabetes effects on patients and families. Development of the staff is crucial because it boosts members' similar skills in executing the lesson about diabetes mellitus effects on human beings’ health.

The purpose of staff's development is to improve the staff' capability of teaching and overall performance during an assessment. Several teaching concepts are used in the improvement and development of staff. They include ensuring that the lesson is important and grouping staff members into groups based on their levels in terms of grades on the subject matter, which is the effects of diabetes mellitus. Again, giving them lessons regarding the grades will ensure that the lesson is effectively executed. There will be a need to ensure that these groups are embedded in teaching to improve staff performance. The above are examples of concepts of teaching which will be taken to develop the staff.

***Patient Education***

When it comes to patient education, an educational setting means providing necessary education services to the patients about diabetes effects. In this setting, what is more, relevant is that hitherto implementation of any concepts of learning to patients with diabetes, the staff is supposed to evaluate the patients' health as per current knowledge level. This will help educators understand the patients' capacity to capture, process and comprehend fundamental health information and part of this includes identifying the best concepts to be used.

It will be very necessary for this educational setting to offer educational materials in the patient's best formats. Doing that will ensure that the instruments and materials used in the lesson are very effective to the learners. These tools will include videos, Demonstrations, Group classes, and YouTube. This educational setting also has the feature of health Information Technology which is highly upheld, something that makes it convenient for the patients to retrieve and store essential learning materials (Dehkordi, 2017).

***Family Education***

Education to the family is a non-formal setting, which is pertinent to ensure that the families acquire the necessary skills and knowledge to help them live a proper life and avoid being diagnosed with diabetes. It is very important to make sure that this type of audience comprehends the lesson, and this should be facilitated by the use of some magazines that will inform them about the best diet which would make them not acquire diabetes.

This type of audience may also be involved in conferences and seminars which could offer essential information about their diet and the physical activities they should take. They also need to be trained through other tools, including videotapes showing the recommended diet meals for the families that can help them mitigate diabetes on their family members. This is a perfect description of the educational setting for the families.

**Assessment of learners**

***Educational level***

At the educational level, assessment comprises how the patients and family learners comprehended the lesson's topic. Different assessing modes were used. For instance, requesting the patients' learners to re-say the instructions given to them using their own words. Again, return demonstration observations were also used to measure whether the audience learned and comprehended the necessary physical skills on how to mitigate the implications of diabetes on their bodies.

Another assessing model involved asking patients questions regarding the implications of diabetes on their physical health to determine if some instructional areas deserved reinforcement or being retaught. Again, written tests were also provided to the families and patients and questionnaires before and after the lesson to determine their cognitive skills.

***Development Level***

For staff development, an assessment was undertaken to assess their competency and how they were ready to execute the lesson on the effects of diabetes. The staff was given tests that aimed at determining their theoretical and technical teaching knowledge. They were also ordered to write a self-assessment which would portray their distinct abilities as regards to staff development. The staff was assessed through real situations, that is, the teaching process, which showed their improved performance on competency development.

**Readiness to learn**

Questions were used as the most effective assessment mode to patients' needs and their readiness to learn. They were asked questions regarding their knowledge of this type of disease conditions, its treatments, and what they needed to be educated on during that session. Open-ended questions were preferred as they offered detailed responses from the patients, which could help the educator, determine their readiness to learn (Ligita, 2019). Learners were also interviewed as another form of assessment and observing how they reacted to diabetes effects on their bodies.

**Reason and Rationale for choosing an introduction to the effects of diabetes as my topic**

This is a very pertinent topic that needs to be addressed to different groups in society. Since high sugars trigger diabetes in the diets we take, education on the effects of diabetes remains a critical issue to educators. Every day there have been reports of high cases of diabetes in many countries. As such, I felt I should be concerned about the patients and our families to educate them regarding this disease before becoming a great burden in the society. I felt I should give those who lack information a lesson on the effects of diabetes, mitigation, and treatment procedures they should take. The purpose of this topic was to offer information to the patients and families concerning the disease and, more so, its implications to human health, the recommended diets, its mitigation procedures, and the correct physical exercises that they should engage in to avoid or reduce chances of getting this disease. It was a very pertinent topic which enlightened the audience that diabetes could destroy blood vessels that run the heart, legs, and brains. This is a critical scenario that may even trigger loss of lives and other health issues like heart attack, damage to the nerves, and kidney damage. The topic was essential to educate the learners on those effects and offered them the best skills and knowledge to help them survive this disease or rather protects themselves (Miller, 2020). They learned what they should do for diet improvements to facilitate breaking down sugars in their bodies, which is the major cause of diabetes. This is a comprehensive rationale on the importance of introducing learners to the effects of diabetes mellitus on their health.

**Philosophical and Theoretical bases of the approaches which were applied in the lesson**

In teaching approaches, theoretical bases involve valuing and comprehending how to integrate your skills in teaching. Some theoretical approaches in teaching diabetes and its effects were applied and included pedagogy and andragogy. For example, educating is an approach that is theoretical in nature as it entails instilling knowledge to the learners by explaining some concepts and interpreting them. Teaching the learner aims at improving his/her knowledge and cognitive skills. Pedagogy was also used as it is the art and science of educating, which aimed at making instructions understandable, and the methods were used to teach the audience (Suh, 2020). Andragogy was used, which entailed assisting adults learn and comprehend what was being taught to them. This approach was more applicable to patients with diabetes as it is very clear that this disease is mostly associated with older people in the families, and they are not involved in most vigorous activities and exercises.

Philosophical approaches to teaching were also applied during this lesson, which was progressivism and essentialism. The approach applied to ensure that teaching was done to all, regardless of their age and gender was progressivism (Tonelli, 2019). In this approach, teaching was based on some previous experiences, like those who had diabetes mellitus. The other approach that was applied to facilitate a common core of knowledge shared to all learners involved in particular ways was essentialism.

**References**

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